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ABSTRACT

This paper constitutes the Chicago Urban League's criticism of "Access to Excellence," the voluntary school desegregation plan proposed by the Chicago Board of Education. It is held that the plan will probably do more harm than good toward the desegregation of Chicago Public Schools. The Urban League claims that "Access to Excellence" is elitist in design, misleading in its goals, dishonest in character, and that it institutionalizes the prospect of continued second class status for most of Chicago's minority students. General concerns expressed about the plan include its lack of provision for mandatory participation by students, elitism in program design and placement, and the continued isolation of minority group students. Components of the plan are described and the number of programs to be initiated under each component, the number of student placements, and program costs are indicated. The desegregation potential of each component program is discussed. (MK)

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"ACCESS TO EXCELLENCE"

An Analysis and Commentary
On the 1978-79 Program Proposals

Prepared by: The Chicago Urban League

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UD020463

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INTRODUCTION

In 1963, the case of Webb vs. the Chicago Board of Education marked the first legal challenge to the maintenance of a segregated, indeed, dual system of public education in Chicago. Fifteen years later we find ourselves extremely disappointed in the "plan" that has finally evolved from the long pursuit of desegregation and equal educational opportunity in Chicago.

The adoption of "Access to Excellence" by the Chicago Board of Education is a clear signal to the minority and poor communities in Chicago, that true quality and equality of educational opportunities remain more a hope than a reality. From our perspective, "Access to Excellence" can only by misnomer be termed a desegregation plan. We are forced to reject this proposal as an unacceptable framework for pursuing an end to racial isolation in Chicago.

While we do not necessarily reject or oppose all of the suggested programmatic options, we do believe that the total impact of the program will be to the detriment of vast numbers of poor and minority students who comprise the majority of Chicago's public school enrollment.

Such assertions are not made lightly or frivolously.

The following pages outline some of our concerns regarding what we see as serious failings in "Access to Excellence" as it is currently being implemented. What has been attempted here is to couple statistical interpretation where possible and evaluative commentary.

We have limited ourselves to detailed discussion of the 1978-79 programmatic proposals for essentially two (2) reasons. First, insufficient data exist for subsequent years for most programs to support definitive analysis; and secondly, because we feel that the pattern of programming established in the first year will not change significantly in succeeding years.

Finally, we do not see this analysis as the end, but rather the beginning of a process. We can only hope that these criticisms will be taken seriously, and used as a basis for correcting at least some of the serious flaws in the current proposal and devising serious strategies for ending racial isolation in this city.

GENERAL CONCERNS

Mandatory Provision

The much-debated lack of a mandatory back-up provision is only one failing of "Access to Excellence" which leads us to conclude that no substantial desegregation will occur or was intended.

We find it difficult to reconcile the statement of the "Access to Excellence" newsletter that "To make certain this (desegregation) happens, all programs will be designed to serve racially diverse groups of students . . . " with the policy standard on page 4 of the "Access to Excellence" document which states: "no student will be required to participate in any program implemented under this plan; only students who choose to participate in the program will be involved." It is difficult to understand how the Board can offer any assurances that any program will be desegregated, when the option and choice is to be left to the students and parents. Further, only four (4) of the "Access to Excellence" options specify any deliberate mechanisms to ensure that the programs are desegregated. They are the LaSalle Elementary Language Center, Dyett Magnet School, Whitney Young Magnet and the two Pre-school programs.

What seems more probable is that Supt. Hannon and the majority of the Chicago Board of Education have chosen to abdicate their responsibility to ensure meaningful and substantial compliance with the law, relying instead on a sort of referendum of personal opinion and choice. In other words, if people choose not to obey the law, then the law will simply not be obeyed. Superintendent Hannon and the majority of both the Chicago and State Boards of Education have clearly decided to ignore the Supreme Court's attitude with respect to so-called voluntary school desegregation plans. In Green vs. the Board of New Kent County, the court stated in no uncertain terms that "the burden on a school board today is to come forward with a plan that promises realistically to work, and to work now."

Though "Access to Excellence" fails miserably on both counts, Supt. Hannon continues to maintain that his proposals meet the requirement of the law.

This position is made even more questionable by examining Supt. Hannon's stated goals and the provisions of the Plan.

Page 4, states that "the goal of the Chicago Public Schools (is) to have all students participating in desegregated education by 1982. For the purpose of this plan, the minimum acceptable level of desegregation is defined as 10% minority to 90% nonminority, or 10% nonminority to 90% minority."

Even using these standards, there are some 339 elementary schools out of compliance (see Table 1). In fact, there are seven (7) districts in Chicago where all schools are out of compliance. Even more distressing is the fact that five (5) of those seven districts (8, 13, 20, 21 and 22) are scheduled to implement only district-wide programs, thereby ensuring their continued and, indeed, institutionalized isolation. (In that context it is also instructive to note that these five districts are all 99.2% or more black and minority. This point is addressed in more detail on page 8.)

"Access to Excellence" makes no provisions whatsoever to remedy or even address this situation. This is but the first instance of circumstances where the "plan" itself is not designed to meet its own goal statements.

Table 2 gives further illustration of this point. Again, using Hannon's definition of desegregation (which is in and of itself questionable) 67.84% of the students enrolled in regular elementary and high schools attend segregated facilities. "Access to Excellence" as currently written will do little if anything to remedy this circumstance because the plan is not primarily designed to change or modify existing general patterns of attendance. (For purposes of clarity, no elementary or high schools with special programs or admissions requirements were included. Figures on Table 2 reflect analysis of enrollment at regular elementary facilities and general high schools only. Approximately 35,671 additional students attend these more specialized facilities.)

TABLE 1

NUMBER OF ELEMENTARY SCHOOLS IN EACH DISTRICT
OUT OF COMPLIANCE WITH HANNON'S 90-10 (EITHER WAY)
DEFINITION OF DESEGREGATION

District	Total # of Schools	# of Schools Out of Compliance	%
1	26	11	42.31
2	10	0	-0-
3	17	0	-0-
4	30	20	66.67
5	24	5	20.83
6	26	9	34.62
7	16	9	56.25
8	16	16(all)	100.00
9	18	15	83.33
10	16	14	87.50
11	17	16	94.11
12	25	11	44.00
13	13	13(all)	100.00
14	19	15	78.95
15	29	21	72.41
16	18	18(all)	100.00
17	20	11	55.00
18	24	16	66.67
19	21	17	80.95
20	17	17(all)	100.00
21	17	17(all)	100.00
22	20	20(all)	100.00
23	12	12(all)	100.00
24	14	1	7.14
25	15	12	80.00
26	15	7	46.67
27	17	15	88.24
TOTAL	512	339	

Total percent (%) out of compliance = 66.21%.

TABLE 2

NUMBER OF STUDENTS IN DESEGREGATED SETTINGS
ACCORDING TO HANNON'S DEFINITIONS

(10% Minority-90% Non-minority; 90% Minority-10% Non-Minority)

District	Total Reg. Elementary Enrollment	Regular Elem. Students In Desegregated Schools	% In Deseg. Schools	Total. Gen. High School Enrollment	General H.S. Studs. In Desegregated Schools	% In Deseg. Schools
1	11,571	7,861	67.94	5,884	2,880	48.95
2	6,163	6,163	100.00	2,976	2,976	100.00
3	13,080	13,080	100.00	7,205	7,205	100.00
4	23,228	5,535	23.83	6,772	2,711	40.03
5	17,989	14,588	81.09	7,461	5,753	77.11
6	21,190	14,303	67.50	6,100	1,869	30.64
7	9,678	4,111	42.48	1,559	342	21.94
8	11,870	-0-	-0-	3,665	-0-	-0-
9	11,564	1,122	9.70	2,188	-0-	-0-
10	13,255	2,683	20.24	3,052	-0-	-0-
11	11,466	296	2.58	3,313	-0-	-0-
12	11,157	5,152	46.18	9,720	9,720	100.00
13	11,150	-0-	-0-	2,610	-0-	-0-
14	13,131	1,915	14.58	4,533	1,920	42.36
15	18,417	4,557	24.85	6,721	-0-	-0-
16	12,947	-0-	-0-	2,900	-0-	-0-
17	10,698	3,799	35.51	5,344	2,144	40.12
18	13,622	2,551	18.73	5,249	2,583	49.21
19	14,602	2,850	19.52	3,928	-0-	-0-
20	14,195	-0-	-0-	3,534	-0-	-0-
21	12,229	-0-	-0-	4,417	-0-	-0-
22	16,888	-0-	-0-	4,815	-0-	-0-
23	6,240	-0-	-0-	2,349	-0-	-0-
24	9,036	8,886	98.34	2,349	2,698	100.00
25	13,851	2,591	18.71	2,714	-0-	-0-
26	11,280	5,708	50.60	2,666	2,666	100.00
27	13,256	14	.11	8,255	-0-	-0-
TOTALS	353,753	107,765	30.46	122,628	45,467	37.07

Average percent (%) of regular elementary students in desegregated schools per district =31.20%; Range = 0% to 100%

Average percent (%) of general high school students in desegregated schools per district = 31.49%; Range = 0% to 100%

Total students in regular schools less than 90% minority or non-minority = 153,232 of 476,381 = 32.16%

Total students in segregated schools = 323,149 or 67.84% of the total enrollment of all regular elementary and general high schools.

Elitism

A. Program Design:

"Access to Excellence" purports to be a program designed to "enhance" (vs.accomplish) desegregation through the provision of "a large variety of special interest programs."

We, of course, do not argue against improvement or expansion of school programs. Our complaints about Hannon's proposal are that it only masquerades as a desegregation plan, and worse, that the improvements it offers are primarily intended for a select minority of preferred, relatively elite students. For most of the non-white majority, especially the great number of them who are poor, the Plan calls for business as usual.

A review of the proposed programs indicates that only 5,287 slots in 6 programs are designed specifically to address basic educational needs or impact on the regular, daily instructional program. These programs are listed below:

Program	No. of Students Now Slots Available 1978-79
Basic Skills Centers	1830
Technical Centers	1495
Chicago Central Technical Institute	(See Note Below)
Magnet Schools Elementary	317
Magnet Schools High School	15
New Schools (3 elementary level)	1630
TOTAL	5287

Note: Slots for the Chicago Central Technical Institute for 1978-79 are included in Technical Centers count.

This number of spaces accounts for 1.03% of the total student enrollment and even more telling is the fact that only the Basic Skills Centers and 400 spaces in the Chicago Technical Institute specifically address the issue of providing for students with basic skill deficiencies.

Accordingly, as written, the Plan proposes only 2,230 spaces that will specifically address the educational needs of those who are educationally disadvantaged.

Further, if we assume the accuracy of Dr. Hannon's estimate of 107,021 new student spaces in "Access to Excellence" (ATE) programs for 1978-79, his provisions for basic instructional needs represent only 2.08% of the available spaces. Even using the more realistic and conservative estimate of 30,000 (ATE, p. 4) involved students, this percentage is only 7.43%. It is reasonable to assume, therefore, that between 97.2% and 92.57% of the spaces in ATE are designed to serve the academically more proficient student.

While we would agree that special concern must be paid to those students who are exceptional, we believe that to do so at drastic cost to the vast majority of the student population is in the long-run, an unproductive, unacceptable and indeed unconscionable way to proceed.

Educational improvements aimed especially at the pupils who are already better educated--whether they are black or white --cannot be tolerated. Such a plan simply continues the pattern of making special offerings primarily available to preferred racial and class groups, always subordinating the needs of the overwhelming majority.

Consequently, non-white and poor students have remained isolated, with little effort expended to design programs and apply resources sufficient to successfully educate this numerically predominant and most needy group. Supt Hannon's "Access to Excellence" proposal is a continuation of that same tradition.

B. Program Placement:

We had hoped that Dr. Hannon's proposals, failing to ensure any significant desegregation, would have minimally reflected the spirit of the Milliken vs. Bradley decision in Detroit. In that case, the U.S. Supreme Court held, that where local circumstances and other constraints prevented substantial elimination of racial isolation, intense educational programming should be provided for those students who remain isolated. From this perspective we find ourselves even more distressed than with the issue of desegregation per se.

A close analysis of the quantity and location of the proposed programs demonstrates that those communities that have historically been least well served by the Chicago Public Schools are again short-changed.

We would suggest that the basic nature of the programming offered by Dr. Hannon, as well as the locating of those programs generally outside of the poorest districts (economically and academically) will undoubtedly have the effect of drawing the few highly motivated, achieving students (and their parents) out of the schools in those districts. We suggest that such a strategy will leave those districts less well-off than is currently the case. Indeed, for large parts of the black and poor community, "Access to Excellence" guarantees that their schools will continue to be of poor quality as well as increasingly isolated.

For example, the following districts will receive only district programs:

TABLE 3

District	Enrollment	Black Enrollment	% Black	Ave. Reading Score for 13 yr. olds	Yrs.Below Grade Level (8.8)
13	14,296	14,291	99.9	5.93	2.87
20	19,599	19,564	99.8	6.84	1.96
8	16,273	16,033	98.5	5.98	2.83
21	17,667	17,337	98.1	6.69	2.11
22	22,032	20,824	94.5	6.60	1.90
10	16,844	11,691	69.4	6.39	2.41
15	27,646	15,670	56.7	7.46	1.34
26	15,058	7,909	52.5	6.71	2.09
	149,415*	123,331**			

*29.18% of total enrollment

**40.17% of black enrollment

Overall average reading score 6.61

Average years below grade level 2.19

This data indicates that approximately 40% of all black students will continue to attend schools in districts where no programming has been provided to attract new students, and where the barest minimum programs have been provided for those in the district.

A further, though more subtle, indication of the problemmatic nature of Hannon's program placement is shown on Table 4. Also note that:

a) Districts have been listed in order of the percentage of black students, from highest to lowest.

b) Virtually all ATE programs are listed with the exception of several that represent only a continuation of current activity.

c) The number of slots available per district for basic skills programs was computed as a function of the % of the total enrollment represented by the district enrollment.

While there is clearly a general, though by no means total correlation between the number of program spaces available in a district and the percentage of black students attending school in that district; even more telling is the analysis of programs available in the seven (7) districts with the highest percentages of black students ($\geq$ 97.6%), and the seven (7) districts with the lowest percentage of black students ($\leq$ 18.9%).

This first group of districts has a total enrollment of 116,807 or 22.81% of the total school population. They also enroll 115,373 black students or 37.58% of all black students in the system.

Nonetheless, these districts provide only 510 of the 16,510 spaces other than district programs and only 1,517 of the 20,854 total spaces. These figures represent 3.09% and 7.27% respectively of the total spaces available city-wide.

Conversely, the seven (7) districts with the lowest percentage of black students have a total enrollment of 136,921 or 26.73% of the city-wide total. They enroll only 11,963 black students or 3.9% of the total black enrollment. These districts provide however, 8,854 of the 16,510 spaces other than district programs and 9,988 of the 20,854 total spaces. These figures represent 53.63% and 47.89% respectively of the total spaces available city-wide.

Such data can only lead us to conclude that there was/is no significant intention to upgrade the overall educational quality in the predominantly black districts, but instead, as mentioned earlier, to provide some limited opportunities for "escape" for the chosen few.

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TABLE 4

* District	Total Enrollment	% Minority	% Black	No. District Programs	No. of Spaces Avail. Basic Skills	No. of Spaces Avail.-Dist. Selected Programs	Existing Academic Interest Centers	Spaces Available	New Academic Interest Centers	Spaces Available
13	14,296	99.9	99.9	2	51	60				
20	19,599	99.9	99.8	2	70	100				
23	9,597	99.9	99.8	2	34	45				
8	16,273	99.9	98.5	2	58	85				
27	21,783	99.2	98.3	2	78	130				
21	17,667	99.3	98.1	2	63	85				
16	17,592	98.2	97.6	2	63	85				
11	17,722	99.4	97.1	2	63	85	1	240	2	1,800
22	22,032	99.2	94.5	2	79	115				
14	17,998	94.3	92.8	2	64	85	1	360	1	500
9	19,380	93.2	85.7	2	69	100				
18	18,871	79.9	79.1	2	68	100			1	360
25	19,138	93.9	71.0	2	70	100				
10	16,844	93.8	69.4	2	60	85				
4	30,381	71.7	67.1	2	109	145				
7	13,527	81.2	65.7	2	48	60	2	1,250	1	275
15	27,646	62.0	56.7	2	99	145				
26	15,058	75.6	52.5	2	54	60				
19	22,610	86.4	38.3	2	81	115				
17	16,507	69.2	37.5	2	59	85				
24	13,761	57.4	18.9	2	49	60	1	4,000		
12	21,206	27.2	16.3	2	76	115				
6	27,574	84.9	11.1	2	63	145	1	240	2	1,800
2	9,139	30.7	9.0	2	33	45				
3	20,665	39.9	4.9	2	74	100				
5	27,131	33.8	2.5	2	97	130				
1	17,455	19.0	2.0	2	62	85			1	500
TOTALS	512,052	76.8	59.9	54	1,794	2,550				

*Ranked by % Black Students

TABLE 4--CON'T.

*District	Technical Centers	Spaces Available	Magnet Schools	Spaces Available	Pre-School Programs	Spaces Available	Von Humbolt Child-Parent Center	Spaces Available
13								
20								
23								
8								
27	3	260						
21								
16			1	100				
11					1	100		
22								
14								
9								
18								
25	1	100						
10								
4	1	60						
7								
15								
26								
19	3	375						
17								
24								
12								
6							1	180(half day)
2			1	100				
3					1	100		
5								
1			1	100				

*Ranked by % Black Students

TABLE 4--CON'T.

*Districts	Elementary Language Centers	Spaces Available	High School Language Centers	Slots	Performing Arts Programs	Spaces Available	High School Bilingual Programs (Expanded)	Spaces Available
13								
20								
23					1	150		
8								
27								
21								
16								
11								
22								
14			2	200	1	100		
9					1	100		
18								
25								
10								
4							1	109
7	1	275	1	500				
15								
26								
19			2	200				
17							2	517
24							5	819
12			1	100			1	102
6								
2							1	187
3							1	134
5							2	307
1							2[a]	185

*Ranked by % Black

[a]only 1 now

TABLE 4--CON'T.

*District	Total Spaces Available Within District Excluding District Programs	Total Spaces Available Within District	% of District Enrollment
13	-0-	111	.78
20	-0-	170	.87
23	150	229	2.39
8	-0-	143	.88
27	260	468	2.15
21	-0-	148	.84
16	100	248	1.41
11	2,140	2,288	12.91
22	-0-	194	.88
14	1,160	1,309	7.27
9	100	269	1.39
18	360	528	2.80
25	100	270	
10	-0-	145	.86
4	169	423	1.39
7	2,025	2,133	15.77
15	-0-	244	.88
26	-0-	114	.76
19	575	771	3.41
17	517	661	4.00
24	4,819	4,928	35.81
12	202	393	1.85
6	2,220	2,428	8.81
2	287	365	3.99
3	234	408	1.97
5	307	534	1.97
1	785	932	5.34
TOTALS	16,510	20,854	4.07

*Ranked by % Black Students

Continued Isolation

As the previous discussion notes, any serious examination of "Access to Excellence" will indicate that a vast majority of the black students in the Chicago Public Schools will remain in almost total isolation, both racially and educationally.

As also alluded to earlier, the question logically becomes, "What will be done to improve the educational programs and options available to those students?" When questioned on this point, the two (2) Board staff members responsible for implementing "Access to Excellence" noted the following list of programs and policies: (see ATE pp. xvi-xviii)

Continuous Progress/Mastery Learning
Promotion Policy
Shared Accountability (among staff)
Management Training (for staff)
School Profiles
Intensive Reading Improvement Program (for staff)
Intensive Mathematics Improvement Program (for staff)
TU-READ/Volunteer Tutoring
Fifth Major
High School Reading Laboratories
Proficiency in Basic Skills Course
Bilingual Programs (required by law)

While this may be an impressive sounding list, not one of these programs or policies is new, and therefore, represents only a continuation of existing general policies and programs of the Board --- the same policies and programs that have failed the majority of our students in the past and have brought public education in Chicago to the crisis we now face.

It is the height of arrogance for Board staff to ask the minority community in general to accept "Access to Excellence" when it incorporates virtually no effort to redress the educational ills of those who need it most and in the schools where they will continue to spend the vast majority of their time.

The educational future for that large number of students unable to participate in "Access to Excellence" as it currently exists, holds few prospects for ever participating in a meaningfully desegregated environment, no improvement in their basic everyday education program, and therefore, little hope for improved life chances as adults. This is the meaning of "Access to Excellence" for large parts of the black, poor and minority communities.

PROGRAM COMPONENTS

The following format was used in assessing basic information relevant to individual program components:

TITLE:

DESCRIPTION:

Descriptions were taken from Board publications on "Access to Excellence."

NUMBER OF PROGRAMS:

This is the number of new programs to be initiated in 1978-79 (unless otherwise specified). It does not include programs that were previously initiated and are now incorporated in "Access to Excellence."

NUMBER OF POTENTIAL SPACES:

This represents the number of new spaces to be made available in a given component.

DESEGREGATION POTENTIAL:

This section assesses the maximum possible potential for desegregation, and where sufficient data exist, the realistic or probable prospects for increased desegregation as a result of implementation of a given component.

TOTAL INCREMENTAL COSTS:

These figures represent the costs program components in terms of new, i.e. previously unbudgeted, dollars. In the case of programs that will be located in existing facilities, these costs are in addition to the base allocation for that facility.

OTHER CATEGORIES ARE SELF EXPLANATORY.

TITLE: DISTRICT PROGRAMS

DESCRIPTION:

There are two (2) types of district programs proposed:

Basic skills Program, "for students needing and wanting help in reading, mathematics and other basic skills;"

District Selected Program, "a special program for the needs or interests of the districts' students."

Each district is to implement one model of each program.

NUMBER OF PROGRAMS: 54

NUMBER OF PROJECTED SPACES: 4,380 (full-time equivalent spaces)

DESEGREGATION POTENTIAL:

In that thirteen (13) districts are more than 93.2% minority, it can be assumed that no desegregation of consequence will occur in these districts. Further, these districts were allocated 1,982 or 45.25% of the 4,380 district program spaces available. It seems, therefore, that only 2,398 students could possibly enter desegregated programs as a result of this component. This represents .46% of the system's total enrollment.

TOTAL INCREMENTAL COSTS: $6,753,000

AVERAGE COST PER PROGRAM: $125,055

AVERAGE COST PER STUDENT: $1,541

SELECTION CRITERIA:

For Basic Skills programs, students will be identified on the basis of need and will be offered the option of participation. For District-Selected programs, participation is based totally on student choice.

EVALUATIVE COMMENTS:

Of primary interest is the Basic Skills Program which is designed to improve basic academic achievement of students.

As noted earlier, the minimal number of slots accorded this component, as well as its organizational plan, minimize the possibility of any significant desegregation or improvement in the basic quality of education resulting from these programs.

The projected enrollment of the Chicago Public Schools for 1978-79 is approximately 490,000 students. The maximum of 1,830 students to be served by this program therefore represents access for only .37% of the students in the system. Further, the program design calls for students to be enrolled full-time in the school in which the center is located. Therefore, after September of each year, all other students in a given district will probably have no access whatsoever to the program.

Additionally, the following analysis of reading levels in the Chicago Public schools is directly relevant to an evaluation of this component.

TABLE 5.—ANALYSIS OF READING SCORES (1978)

Level of Performance*	Ave. Score	No. of Schools 1978	(1977)	% of Schools Tested
Grade Level or Above	($\geq$8.8)	54	(46)	14.75
1 yr. or Less Behind	(7.8-8.7)	55	(57)	15.02
1-2 yrs. Behind	(6.8-7.7)	103	(54)	28.14
2-3 yrs. Behind	(5.8-6.7)	114	(106)	31.15
3 or More yrs. Behind	($<$5.8)	40	(93)	10.93
		366	(356)	

*National Norm = 8.8

Range of Scores for 1978 = 4.3 to 10.4

These data are based on the most recent report of average reading scores for age 13 (8th grade) students in 366 schools. (An additional 129 schools listed no scores. These were schools where test data were insufficient, unreliable or incomplete, or where this age group was not enrolled or tested.)

While there has obviously been some overall improvement in the reading levels of Chicago students, the fact that 82 schools (22.4% of those reporting scores) showed declines from the previous year must also be considered. Though transfers of students under the Permissive Transfer plan may account for some of the declines reported, 36 (or 44.9%) of these schools were in no way associated with the transfer plan as either potential sending or receiving schools.

It is against this backdrop that Supt. Hannon promotes his basic skills centers. Given the considerable academic deficiencies indicated by these data, to say that this program is an inadequate response to the educational problems/needs in Chicago, much less desegregation, is an understatement of massive proportions.

TITLE: ACADEMIC INTEREST CENTERS

DESCRIPTION:

These centers will be established at various sites throughout the school system and the city at large to concentrate resources in a particular subject to serve groups of children from throughout the city for limited periods of time. The length of programs will vary, though it is estimated that they will generally run from 2 to 5 weeks.

NUMBER OF PROGRAMS: 6

NUMBER OF PROJECTED SPACES: 4,050 (full-time equivalent spaces)

DESEGREGATION POTENTIAL:

Given the part-time nature of the programs and their fairly "neutral" locations, we may conclude that some increased desegregation might occur. There is not, however, sufficient data to estimate the extent to which the goals of desegregation will be accomplished. Further, if all 4,050 students became involved in desegregated settings, this component would affect only .79% of the total student enrollment.

TOTAL INCREMENTAL COSTS: $2,889,000

AVERAGE COST PER PROGRAM: $481,500

AVERAGE COST PER STUDENT: $713

SELECTION CRITERIA: None specified

EVALUATIVE COMMENTS:

While the availability of special interest programs that will expand students' knowledge beyond the basic curriculum content are educationally positive ideas, a major concern remains regarding those students who are currently having difficulty in mastering basic subject matters and will probably be unable to take advantage of these options. The

question also arises as to whether it is educationally sound programming to allow a student whose reading for example, is 2-3 years below grade level, to spend five (5) weeks or so pursuing astronomy or environmental studies.

As is the case with much of "Access to Excellence," this option is only practically viable for those students who are currently doing well.

We are also seriously troubled by the statement that, "the schools that will use each center will usually be within the district or community in which each center is located." Though use of the qualifying term "usually," is noted, the selection of sites coupled with this policy statement will undoubtedly minimize access to these programs for students in the most predominantly black and least well served districts in the city. These factors will serve to further minimize the already minimal, part-time desegregation suggested by this component.

The inclusion of this policy statement demonstrates clearly the lack of seriousness with which Board staff have attempted planning for meaningful desegregation. In addition, and of even greater concern, is the possibility that programs operated under this sort of policy directive will actually reinforce rather than diminish existing segregation.

By fostering the notion that selected "city-wide" programs are intended primarily for use by the geographically most proximate schools, the Board has implicitly endorsed the idea that those communities can also exercise their individual discretion in determining who can and cannot take advantage of public educational resources.

Finally, the consistent pattern of focusing program locations outside of the poorest and most heavily minority districts reveals a sentiment on the part of Board staff that these areas are not worthy of special consideration. Virtually all programs are designed to draw students out of, rather than into those areas. (for a more detailed discussion of this issue, the reader is referred to page 7, Program Placement)

TITLE: ADVANCED PLACEMENT

DESCRIPTION:

These programs offer academically qualified students the opportunity to earn college credit for sixteen (16) specific courses approved by the College Entrance Examination Board.

NUMBER OF PROGRAMS: 0 (There are currently 154 Advanced Placement classes)

NUMBER OF PROJECTED SPACES: 1,213

DESEGREGATION POTENTIAL:

Because the various Advanced Placement classes (with few exceptions) are offered in numerous locations throughout the city, it is unlikely that the projected 1,213 new enrollees will attend classes where their presence would enhance desegregation (see Table 6). The possibility of students traveling significant distances to attend these classes is further reduced by realistic time constraints of travel in Chicago. Most students would not elect to travel any significant distance to attend 40-50 minute classes, and would therefore choose to attend classes in a facility close to their home school. In most areas of the city this will produce little or no desegregation.

TOTAL INCREMENTAL COSTS: $55,400

AVERAGE COST PER PROGRAM:

AVERAGE COST PER STUDENT: $45.67

SELECTION CRITERIA:

Any eligible (academically qualified) high school student may enroll.

EVALUATIVE COMMENTS:

Beyond the overriding concern that this program is specifically designed to serve only the academic elite of the system, its inclusion in "Access to Excellence" is deceptive in that no new Advanced Placement program offerings are even contemplated until 1980 and those listed simply represent a continuation and minimal expansion of current program offerings.

These classes do represent a sound educational idea; however, they will have little to do with the basic educational problems in Chicago and even less with desegregation.

Additionally, there are fifteen (15) high schools in Chicago that currently offer no Advanced Placement courses whatsoever. (See Table 7) Curiously, these schools are, with one exception, 90% or more minority. The question of what kind of "access" is being provided for whom must be raised.

TABLE 6

ADVANCED PLACEMENT PROGRAMS
IN CHICAGO PUBLIC SCHOOLS

Program	Schools Where Available	% Minority
Amer. Hist.	Amundsen	23.9
	Austin	99.9
	Bowen	98.0
	Calumet	100.0
	Curie	26.8
	Englewood	100.0
	Fenger	97.3
	Gage Park	57.4
	Harlan	99.9
	Hirsch	100.0
	Julian	99.8
	Kelly	23.9
	Mather	14.3
	Morgan Park	61.3
	Robeson	100.0
	Roosevelt	26.2
	Senn	59.2
	So. Shore	100.0
	Steinmetz	9.9
	Taft	1.1
	Washington	10.2
Art-History	NOT OFFERED IN CHGO.	
Art-Studio	Amundsen	23.9
	Bogan	99.9
	Chgo. Vocational	99.8
	Clemente	91.3
	Farragut	98.7
	Fenger	97.3
	Hirsch	100.0
	Hubbard	8.4
	Kelly	23.9
	Kenwood	75.2
	Lakeview	59.9
	Mather	14.3
	Morgan Park	61.3
	Phillips	100.0
	Robeson	100.0
	Roosevelt	26.2
	Schurz	28.0
	Senn	59.2
	So. Shore	100.0
	Sullivan	34.7
Biology	Bogan	1.8
	Carver	100.0
	Clemente	91.3
Biology	Farragut	98.7
	Fenger	97.3
	Foreman	7.4
	Hubbard	8.4
	Hyde Park	100.0
	Julian	99.8
	Kennedy	10.2
	Kenwood	75.2
	Robeson	100.0
	Roosevelt	26.2
	Senn	59.2
	So. Shore	100.0
	Steinmetz	9.9
	Sullivan	34.7
	Taft	1.1
Calculus	Amundsen	23.9
	Bogan	1.8
	Curie	26.8
	Foreman	7.4
	Harlan	99.9
	Hirsch	100.0
	Kennedy	10.2
	Kenwood	75.2
	Mather	14.3
	Robeson	100.0
	Roosevelt	26.2
	Senn	59.2
	Sullivan	34.7
	Taft	1.1
	Von Steuben	41.1
Chemistry	Amundsen	23.9
	Harlan	99.9
	Kennedy	10.2
	Steinmetz	9.9
	Von Steuben	41.1
English	Amundsen	23.9
	Bogan	1.8
	Bowen	98.0
	Carver	100.0
	Clemente	91.3
	Corliss	100.0
	Curie	26.8
	Farragut	98.7
	Fenger	97.3
	Foreman	7.4

Con't.--ADVANCED PLACEMENT PROGRAMS
IN CHICAGO PUBLIC SCHOOLS

Program	Schools Where Available	% Minority
English	Gage Park	57.4
	Harlan	99.9
	Hirsch	100.0
	Hyde Park	100.0
	Kelly	23.9
	Kelvyn Park	53.4
	Kennedy	10.2
	Kenwood	75.2
	Marshall	100.0
	Morgan Park	61.3
	Robeson	100.0
	Roosevelt	26.2
	Schurz	28.0
	Senn	59.2
	So. Shore	100.0
	Sullivan	34.7
	Taft	1.1
	Von Steuben	41.1
European History	Bowen	98.0
	Calumet	100.0
	Corliss	100.0
	Curie	26.8
	Foreman	7.4
	Kenwood	75.2
	Morgan Park	61.3
European History	Senn	59.2
	Sullivan	34.7
	Taft	1.1
	Washington	10.2
French Language	Bowen	98.0
	Kenwood	75.2
	Mather	14.3
	Morgan Park	61.3
	So. Shore	100.0
	Taft	1.1
French Literature	Taft	1.1
German	Kenwood	75.2
Latin	Kenwood	75.2
	Washington	10.2
Music	Curie	26.8
	Kenwood	75.2
	Schurz	28.0
Physics	Morgan Park	61.3
Span. Lang.	Bowen	98.0
	Clemente	91.3
	Kenwood	75.2
	So. Shore	100.0
	Taft	1.1
Span. Lit.	NOT OFFERED IN CHGO.	

TABLE 7

SCHOOLS WITH NO ADVANCED PLACEMENT COURSES

School	% Minority	School	% Minority
Wells	84.6	Harrison	93.0
Waller	90.6	Juarez	94.2
Manley	99.9	Dunbar	100.0
Crane	100.0	Simeon	100.0
Du Sable	100.0	King	100.0
Harper	100.0	Orr	97.3
Collins	99.9	Cregier	100.0
		Tilden	90.0

TITLE: ENRICHED STUDIES CENTERS

DESCRIPTION:

This component provides for the establishment of centers to provide high school students with the opportunity to pursue a sequenced course of study in a specialized area.

NUMBER OF PROGRAMS: none in 1978-79

NUMBER OF PROJECTED SPACES:

DESEGREGATION POTENTIAL:

Cannot assess fully at this time, though it is instructive to note that after five (5) years the program will accommodate only 1,600 students or .31% of the total enrollment. Though this percentage would increase somewhat due to generally declining enrollment, it is unlikely that these centers will ever serve more than .40% of the system's total enrollment.

TOTAL INCREMENTAL COSTS: none in 1978-79

AVERAGE COST PER PROGRAM:

AVERAGE COST PER STUDENT:

SELECTION CRITERIA:

High school students must meet criteria established by various program staff. Additionally, students applying for admission to centers in schools with admission criteria, must also meet these criteria.

EVALUATIVE COMMENTS:

At the risk of being repetitive, we have to again question the propriety of designing virtually all programs to address the needs of the talented, achieving students, rather than the average and below average students who comprise the vast majority of the student population.

Further, we must again return to the point that desegregation is supposedly a process that will achieve basic and lasting changes in the overall pattern of where students attend school. We find programs such as this, which are targeted to so small a number of students (maximum of 1,600), evidence that basic change or even significant change is not the goal of "Access to Excellence."

TITLE: PERFORMING AND CREATIVE ARTS CENTERS

DESCRIPTION:

These centers (three [3] to be opened in September 1978) will provide students with practical, indepth study and experience with professional artists.

NUMBER OF PROGRAMS: 3 in 1978-79

NUMBER OF PROJECTED SPACES: 450

DESEGREGATION POTENTIAL:

Cannot assess fully at this time, though it is instructive to note that after five (5) years the program will accommodate only 1,600 students or .31% of the total enrollment. Though this percentage would increase somewhat due to generally declining enrollment, it is unlikely that these centers will ever serve more than .40% of the system's total enrollment.

TOTAL INCREMENTAL COSTS: $532,500

AVERAGE COST PER PROGRAM: $177,500

AVERAGE COST PER STUDENT: $1,183/student

SELECTION CRITERIA:

High school students must meet criteria established by various program staff. Additionally, students applying for admission to centers in schools with admission criteria, must also meet these criteria.

EVALUATIVE COMMENTS:

Once more, it is noted that these centers represent a good programmatic initiative; but one that almost totally ignores basic educational problems and desegregation requirements.

We would also suggest that the locating of a Performing Arts Center in a district such as district 23 (King High School) where the average 8th grade reading score is approximately 6.3, may well exclude those students from the only "Access to Excellence" program (other than the district level ones) in the immediate vicinity.

Further, the basic honesty of the Board majority and the Superintendent in suggesting that this program will facilitate any desegregation must be questioned. For years, the black and minority communities have listened to repeated arguments that whenever the white enrollment of a school drops below 50%, the school becomes unstable and resegregation occurs. It was this very rationale that led to the establishment of quotas at Morgan Park and Gage Park High Schools, the current exclusion of black students from Morgan Park, and the limit on the number of minority students that could transfer to predominantly white schools under the permissive transfer plan.

We are now asked to believe that white students will enroll in King High School to participate in the Arts Center even though they would comprise a maximum of 6% of the student body.

Either the Board is deluding the public now, or they have deliberately lied in the past. Whichever is the case, an explanation or clarification would seem in order.

TITLE: CAREER DEVELOPMENT CENTERS

DESCRIPTION:

Centers located at business, government and professional sites will give sophomores familiarity with various careers and enable juniors to obtain a more thorough understanding of career areas.

NUMBER OF PROGRAMS: 6-sophomore; 6-junior

NUMBER OF PROJECTED SPACES: sophomore - 5,160; junior - 540

DESEGREGATION POTENTIAL:

In that no requirement for racial balance or mix is specified for this component, the degree of desegregation cannot be assessed. Full participation, however, would impact sophomores for a total of 3½ days per year while juniors will participate for one-semester of half-day sessions. This component has the potential for impacting 1.11% of the systems total enrollment and 3.93% of the total high school enrollment.

TOTAL INCREMENTAL COSTS: $569,300

AVERAGE COST PER PROGRAM: $47,442

AVERAGE COST PER STUDENT: $100

SELECTION CRITERIA:

Participants will be recruited city-wide through a dissemination-recruitment program.

EVALUATIVE COMMENTS:

While this program claims to impact on 5,700 high school students (5,160 sophomores and 540 juniors), the extremely limited part-time nature of the sophomore segment of the program makes it inconsequential as a desegregation

mechanism. What is not openly discussed by promoters of "Access to Excellence" is that sophomores will experience "the equivalent of seven half days of study at the center." One must question whether 3½ total days of study is sufficient to warrant its inclusion as a major program component. This is particularly important when we realize that the sophomores comprise 90.52% of the new students to be recruited.

In reality, this program represents the partial implementation of a total Career Development program designed by Board staff and Chicago United almost two (2) years ago. The importance of this fact is that any evaluation of "Access to Excellence" must take into account that a vast majority of what is proposed, simply represents a renaming of current and ongoing programs, programs to which the Board was already committed, or programs required by law. "Access to Excellence" is simply not the vast array of new initiatives that will revolutionalize education in Chicago that its proponents suggest it to be.

TITLE: TECHNICAL CENTERS

DESCRIPTION:

Twelve (12) technical centers are to be opened in the 1978-79 school year, as extensions of the career development center concept, to provide opportunities for extended study in various job growth fields. Job placement will be a primary aim of the centers.

NUMBER OF PROGRAMS: 12

NUMBER OF PROJECTED SPACES: 1,495

DESEGREGATION POTENTIAL:

The following centers are projected for 1978-79:

Field	Site	Grades	Minority Enrollment
Communication Science	Ill. Bell	11, 12	N. A.
Air Transportation	Midway	11, 12	N. A.
Energy/Environmental Mgmt.	Navy Pier	11, 12	N. A.
Carpentry Pre-Apprentice	Harrison	11, 12	93 %
Business Management	Carver	9	100 %
Business Management	Orr	9	97.3%
Computer Science	Harrison	9	93 %
Computer Science	Steinmetz	11, 12	10.9%
Computer Science	Fenger	11, 12	97.3%
Mgmt. Leadership Science	Harrison	9	93 %
Technological Development	Corliss	11, 12	100 %
Technological Development	Julian	11, 12	99.8%

While there is potential for some full-time desegregation in the high school sites, concern must be expressed regarding the non-central location of four (4) of the seven (7) high school sites (see map). Further, the requirement that students transfer in their junior year to participate in the program may minimize participation by students in other schools.

Finally, this program component has the possibility of involving only 1.03% of the high school enrollment and .29% of the total enrollment.

TOTAL INCREMENTAL COSTS: $2,068,880

AVERAGE COST PER PROGRAM: $172,407

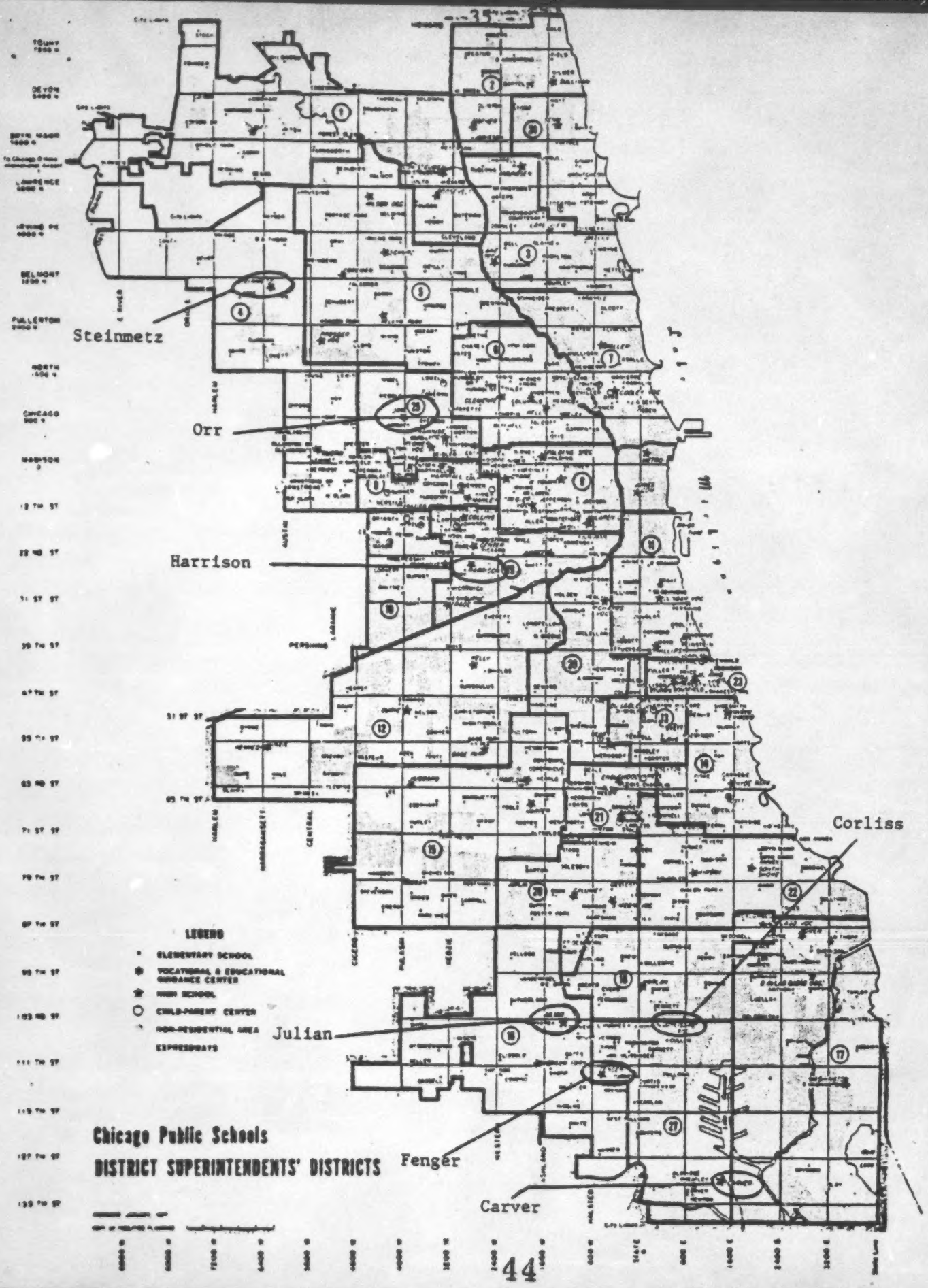
AVERAGE COST PER STUDENT: $1,384

SELECTION CRITERIA: none specified

EVALUATIVE COMMENTS:

This is one of the more useful components in "Access to Excellence" in that most of the programs are full-time and designed to have a practically useful terminal goal. Such programs must not, however, be used as a means of discouraging black and minority students from preparing for other professional and higher educational opportunities. Historically, blacks and other minorities have often been counseled into such programs without adequate exploration of other post-secondary education options.

The idea is essentially a sound one, but the number of students to be involved is woefully inadequate. Further, we would be most interested in finding out how entry qualifications for this program will be structured and implemented.


Steinmetz
Orr
Harrison
Julian
Fenger
Carver
Corliss
LEGEND
ELEMENTARY SCHOOL
VOCATIONAL & EDUCATIONAL GUIDANCE CENTER
HIGH SCHOOL
CHILD-PARENT CENTER
NON-RESIDENTIAL AREA
EXPRESSWAYS
Chicago Public Schools
DISTRICT SUPERINTENDENTS' DISTRICTS

TITLE: WHITNEY M. YOUNG JR. MAGNET SCHOOL

DESCRIPTION:

Whitney M. Young Jr. Magnet School will be restructured as a 7th to 12th grade city-wide school for college preparation, with competitive admissions.

NUMBER OF PROGRAMS: 1

NUMBER OF PROJECTED SPACES:

none for 1978-79; maximum enrollment will be 2,300

DESEGREGATION POTENTIAL:

In that admissions will be based on established racial and ethnic proportions for Whitney Young, it can be assumed that it will remain fairly well desegregated. However, because Whitney Young is currently desegregated, no additional desegregation will be accomplished under this component.

TOTAL INCREMENTAL COSTS: none in 1978-79

AVERAGE COST PER PROGRAM: --

AVERAGE COST PER STUDENT: --

SELECTION CRITERIA: academic competition

EVALUATIVE COMMENTS:

Though the bulk of this report has focused on those programs which will be implemented in the 1978-79 school year, the impact and implications of the planned changes at Young were so significant as to demand comment.

Whitney Young is currently a city-wide magnet school with entrance determined primarily by lottery; but also with a set number of spaces reserved for students from District 9 in which the school is located. Under this proposal, such will no longer be the case.

Further, when one takes into account the fact that there will only be 350 7th grade spaces per year and that the six (6) proposed classical schools will feed directly into Young (without examination), it becomes apparent that there will only be 100 or so spaces available for the rest of the city.

Given the fact that entrance will be based on academic competition, and that the average 8th grade reading score in District 9 is approximately 6.6, it seems clear that the likelihood of more than a token number of District 9 students getting into Young is extremely remote at best.

We can view this circumstance as illustrative of our earlier contention: that in almost single-minded pursuit of expanded opportunities for the academically more proficient/elite students in the system, the needs and options of the less well prepared students will be diminished. We cannot help but lament this drastic change in the programmatic and organizational structure of Whitney Young as a significant loss (both educationally and symbolically) for the students of District 9, who are more than 85% black.

TITLE: NORTHSIDE CAREER HIGH SCHOOL

DESCRIPTION:

This is a new high school to be opened in September 1979 to provide study in five (5) career fields. The facility is currently under construction at North and Ogden avenues in District 7. Students will also be offered a ten (10) week exploratory course to confirm their career interest.

The programs to be offered are in the fields of:

- Hotel & Restaurant Management
- Horticultural Studies
- Auto Mechanics
- Industrial Trades, pre-apprentice programs
- Business Occupations

NUMBER OF PROGRAMS: 1 (1979-80)

NUMBER OF PROJECTED SPACES: 1,000 for 1979-80

DESEGREGATION POTENTIAL:

Cannot be adequately determined. This school could affect a maximum of .69% of the high school population and .20% of the total enrollment.

TOTAL INCREMENTAL COSTS: $40,000 planning money for 1978-79;
$2,275,000 for 1979-80

AVERAGE COST PER PROGRAM: --

AVERAGE COST PER STUDENT: $2,275 for 1979-80

SELECTION CRITERIA:

None specified. Students from throughout the city will be eligible to apply.

EVALUATIVE COMMENTS:

This is one of the most positive of the components listed in "Access to Excellence," though it too smacks of deception. The facility described in this component will replace the deteriorating Cooley Vocational High School and has been in the discussion/planning stage for at least four (4) years. Accordingly, this represents but another example of Supt. Hannon presenting programs that have already been initiated as new and/or innovative ideas. The effect of the Superintendent's repeated presentation of ongoing or previously initiated programs as something "new" is to delude the public into believing that "Access to Excellence" will provide substantially expanded program options that would otherwise not be available. This practice is also one of the primary features of "Access to Excellence."

Questions also arise as to whether or not students from the current Cooley High will have first preference at the new facility. If not, the Board should specify provisions that are being made for them.

Finally, some clarity is needed regarding the $2,275,000 proposed allocation for 1979-80 operation. Is the allocation in addition to the $1,305,194 annual allocations for Cooley High, which will be closed? If not, the additional incremental costs will be only $969,806 or a reduction of 57.37% from the figures listed in "Access to Excellence."

TITLE: RICHARD J. DALEY HIGH SCHOOL
(Mid-Southwest Career H.S.)

DESCRIPTION:

A new high school to be opened in September 1980 to provide opportunities for study in business education and cosmetology. Cosmetology will also be taught in Spanish.

NUMBER OF PROGRAMS: 1

NUMBER OF PROJECTED SPACES: 1,500

DESEGREGATION POTENTIAL:

Cannot be adequately assessed at this time. Maximum desegregation potential is 1.03% of the high school enrollment and .29% of the total enrollment.

TOTAL INCREMENTAL COSTS:

None in 1978-79; planning cost of $345,000 for 1979-80; operational cost of $1,000,000 for 1980-81.

AVERAGE COST PER PROGRAM: $1,345,000

AVERAGE COST PER STUDENT: $897

SELECTION CRITERIA: none specified

EVALUATIVE COMMENTS:

Since this program is so far from operation, no extensive comment is necessary; yet it is interesting to note that the summary in "Access to Excellence" alternately states that the school will serve 700 or 1,500 students.

Further, one must question whether offering courses in only two areas (business education(excluding management), and cosmetology) qualifies this facility to be termed a "Career High School", and why only cosmetology is to be taught in Spanish.

TITLE: CHICAGO CENTRAL TECHNICAL INSTITUTE

DESCRIPTION:

Harrison High School will be reorganized as the Chicago Technical Institute to offer basic skills and college preparation in addition to its primary emphasis or technical education in fields with expanding job opportunities.

NUMBER OF PROGRAMS: 1

NUMBER OF PROJECTED SPACES:

400 (1978-79). Total participation will be 1,500

DESEGREGATION POTENTIAL:

Cannot be assessed at this time. Maximum desegregation potential is 1.03% of the high school enrollment and .29% of the total enrollment.

TOTAL INCREMENTAL COSTS:

Costs for 1978-79 are included in budget estimates for the Technical Centers.

AVERAGE COST PER PROGRAM: --

AVERAGE COST PER STUDENT: --

SELECTION CRITERIA: none specified

EVALUATIVE COMMENTS:

This is one of the more positive proposals that have been suggested in some years. Unfortunately, the number of students is extremely limited. If the Board were serious about facilitating desegregation and expanding educational opportunities, a number of other sites focusing on different career interests should have been proposed.

Additionally, this is the only one of the various career-oriented or specific skill oriented programs that explicitly states that a basic skills program will be included to provide intensive instruction for below level high school students. It is one of the very few components in "Access to Excellence" that does not focus entirely on the academically more proficient students.

TITLE: SIX YEAR HIGH SCHOOL PROGRAM (METRO)

DESCRIPTION:

This component proposes the expansion of the Chicago High School for Metropolitan Studies (Metro) program to include part-time students.

NUMBER OF PROGRAMS: 1

NUMBER OF PROJECTED SPACES:

None in 1978-79; 1,000 part-time by 1979-80 (equivalent to 600 full-time slots).

DESEGREGATION POTENTIAL:

Cannot be adequately assessed at this time, particularly in light of the facts that the classes for part-time students will be scheduled after the regular school day and on Saturday; and that Metro students regularly attend classes at locations throughout the city.

TOTAL INCREMENTAL COSTS: none in 1978-79; $490,500 1979-80

AVERAGE COST PER PROGRAM: --

AVERAGE COST PER STUDENT: -- cannot estimate

SELECTION CRITERIA: none specified

EVALUATIVE COMMENTS:

It is suggested that by 1980, Metro's 350 full-time students will be joined by some 650 part-time students who will be able to attend classes in the evenings and on Saturdays.

While this is a practically useful and viable option, it too is a fringe consideration when one considers the massive problems with the basic, core curriculum and programs in the regular schools.

It is also interesting to note that the Board decided not to expand the number of full-time spaces available at Metro.

TITLE: DYETT ENVIRONMENTAL MAGNET SCHOOL

DESCRIPTION:

It is proposed that the Dyett Middle School (555 East 51st Street, District 13) be converted by September 1979, to a kindergarten through eighth grade magnet school, similar to Walt Disney, with an emphasis on urban life and environmental studies.

NUMBER OF PROGRAMS: 1

NUMBER OF PROJECTED SPACES: 650 (1979-80); 1,250 (1981-82)

DESEGREGATION POTENTIAL:

This will be a desegregated program in that students "will be computer selected by age, race and socio-economic status to reflect the racial and economic diversity of the city."

TOTAL INCREMENTAL COSTS: $410,000 in 1978-79;
$983,400 in 1979-80

AVERAGE COST PER PROGRAM: $1,393,400

AVERAGE COST PER STUDENT: $1,512 (1979-80)

SELECTION CRITERIA:

Computer selection based on age, race, and socio-economic status.

EVALUATIVE COMMENTS:

This is one of the most distressing and distasteful of the proposals in "Access to Excellence."

Dyett school was established after several years of pushing by district parents. It has become one of the most successful schools in the district (which is among the

economically poorest in the city) as well as a source of pride for community residents. More than just a good school, Dyett represents one of the very few times that community residents have won a victory over the various governing bureaucracies.

The dismantling of the Dyett program will represent both a real and symbolic loss to the community, and one that could have been avoided. Dyett will no longer be a school designed to address the specific needs of the surrounding community, but will instead become a city-wide magnet school focusing on the "attainment of competence in urban skills." This program represents a direct choice by the Board of Education to expand the educational options available to more talented students at the expense of the less talented.

It is further confusing that the Board decided to transfer Dyett's unique program and students to the new Beasley school (52nd and State), and renovate Dyett at a cost of $410,000 for new programs and students, rather than establishing the new program at Beasley (which is scheduled to open in September 1978). The only explanation that seems reasonable is that the Board felt that white students would not enroll at Beasley school, which is across the street from Robert Taylor Homes. Accordingly, it appears that they decided that it was more acceptable to relocate the 100% black Dyett student body than to place a program in a location that might be uncomfortable to whites. The real and symbolic insult to black parents, students and communities; this move cannot be underestimated.

It must also be pointed out that beyond the 111 slots for district level programs, no other "Access to Excellence" programs will be located in District 13. Further, DuSable High School (the only one in the district) will receive no additional programs; not even Advanced Placement.

While the new Dyett School program may be a good one, the costs in symbolic and real terms are high.

TITLE: CLASSICAL SCHOOLS

DESCRIPTION:

In 1978-79, three (3) kindergarten through grade six schools will be established for "academically talented" students. These first three Classical Schools (of an eventual six (6) will be located in Districts 1, 2 and 16, and will stress science, social studies, mathematics and language arts in an accelerated program.

Students graduating from these schools will be eligible to attend Whitney Young without examination.

NUMBER OF PROGRAMS: 3 (1978-79)

NUMBER OF PROJECTED SPACES: 300

DESEGREGATION POTENTIAL:

The three (3) sites for 1978-79 will be located in Districts 1, 2 and 16. The minority enrollment in these districts is as follows:

District 1 - 9 %
District 2 - 30.7%
District 16 - 98.2%

Given these data, it seems probable that only the school in district 2 will be reasonably desegregated. This will affect approximately 100 students or .02% of the total enrollment and .03% of the elementary enrollment.

TOTAL INCREMENTAL COSTS: $227,800

AVERAGE COST PER PROGRAM: $75,933

AVERAGE COST PER STUDENT: $253

EVALUATIVE COMMENTS:

This proposal represents the epitome of the elitist nature of the "Access to Excellence" program. This is an attempt to directly compete with the private schools in Chicago by allowing a small number of students (300 in 1978, and eventually 1,700) to escape from their current schools and be guaranteed a twelve (12) year educational experience isolated from those who represent the overall student body in Chicago. In those districts where these schools are located, they will promote "skimming" at its worse; particularly in light of the fact that little, if any, special attention is being paid to the basic educational program for those students not eligible or otherwise unable to attend these elite academies.

We must reiterate that providing options for our academically talented students is not a negative suggestion, but when it is done at the expense of the vast majority of the students in the system, it is unacceptable.

TITLE: ELEMENTARY SCHOOL LANGUAGE CENTER

DESCRIPTION:

One center will be opened at LaSalle Elementary School during the 1978-79 school year to "provide intensive daily instruction in a foreign language or second language for an academically and linguistically diverse pupil population."

NUMBER OF PROGRAMS: 1

NUMBER OF PROJECTED SPACES: 275

DESEGREGATION POTENTIAL:

This program is one of the few in "Access to Excellence" that specifically states the intention to attract a broad racial and ethnic mixture of students. However well integrated, this program will not facilitate desegregation of currently segregated facilities.

LaSalle school is currently: 37.8% white, 50.7% black 11.5% hispanic.

TOTAL INCREMENTAL COSTS: $254,900

AVERAGE COST PER PROGRAM: $254,900

AVERAGE COST PER STUDENT: $947

SELECTION CRITERIA:

None specified other than intention to seek a broad racial and ethnic mix from across the city. Students will enroll full-time at LaSalle.

EVALUATIVE COMMENTS:

While this is an excellent educational idea, the scope of the program (275 students) makes its existence almost meaningless in terms of increasing or facilitating desegregation.

To base the accomplishment of desegregation on educational programming, as "Access to Excellence" proports to do, and then to focus that programming on the special interest of small groups of students, to the exclusion of the vast majority of the student population is simply absurd, if in fact, desegregation and overall education improvement are the goals.

TITLE: CENTERS FOR LANGUAGES

DESCRIPTION:

The component calls for various high schools to offer daily language study to both high school and upper grade students emphasizing cultural and career aspects of language.

NUMBER OF PROGRAMS: 6

NUMBER OF PROJECTED SPACES: 1,000

DESEGREGATION POTENTIAL:

Cannot be specifically determined, though the maximum number of students affected by this proposal represent only .20% of the system's total enrollment.

TOTAL INCREMENTAL COSTS: $1,003,500

AVERAGE COST PER PROGRAM: $167,250

AVERAGE COST PER STUDENT: $1,003

SELECTION CRITERIA:

No specific criteria listed. High school students will enroll in the school in which the center is located. Upper grade students will attend the center, but will be enrolled at their home school.

EVALUTIVE COMMENTS:

As we have noted before, one of the most disturbing features of "Access to Excellence" is its representing minor expansion of current program offerings as new initiatives. This component is another example of that process.

While we believe that the expanded opportunity to learn various languages will be a positive one for the 1,000 students who may participate, the size and scope of the program, coupled with the fact that it represents only a small change from current practice lead us to conclude that no real or meaningful change from the status quo was intended in the proposal of this component.

TITLE: HIGH SCHOOL BILINGUAL CENTERS

DESCRIPTION:

This component calls for the establishment of one (1) additional center, Roosevelt High School, to serve students who are enrolled in schools with fewer than 40 students of the same language background. Currently existing programs will be expanded.

NUMBER OF PROGRAMS: 1 additional

NUMBER OF PROJECTED SPACES: 1,321 (includes expansion of existing programs)

DESEGREGATION POTENTIAL:

Cannot be adequately determined at this time. Maximum impact is .91% of the high school enrollment and .25% of the total enrollment.

TOTAL INCREMENTAL COSTS: $522,600

AVERAGE COST PER PROGRAM: cannot be determined

AVERAGE COST PER STUDENT: $396

SELECTION CRITERIA:

First come, first served basis for high school students with limited English fluency and who are enrolled in schools currently ineligible for bilingual programming. English fluent students may also participate.

EVALUTIVE COMMENTS:

This component represents simply a consolidation and minor expansion of the current bilingual program. Further, the Board of Education is under legal mandate from both the State and Federal levels to make such programming available. Therefore, for Supt. Hannon to

claim that this represents a new initiative based on a belief in desegregation and quality education is blatantly dishonest. We are troubled that the same Superintendent who challenged and fought for more than a year the Department of Health, Education, and Welfare's demand for expanded bilingual education, now claims this same type of program as his own idea.

This is a good idea and a necessary idea, but one that has little to do with desegregation. Also, any substantial difference between this proposal and the "Centers for Languages" proposal is not readily apparent.

TITLE: PRE-SCHOOL CENTERS

DESCRIPTION:

Three and four year-old children will attend full day sessions at centers emphasizing physical, learning readiness and social development activities.

NUMBER OF PROGRAMS: 2

NUMBER OF PROJECTED SPACES: 200

DESEGREGATION POTENTIAL:

These centers will be desegregated on the basis of pre-established proportions for socio-economic, racial and ethnic characteristics.

TOTAL INCREMENTAL COSTS: $883,200

AVERAGE COST PER PROGRAM: $441,600

AVERAGE COST PER STUDENT: $4,416

SELECTION CRITERIA:

Students will be selected by lottery.

EVALUTIVE COMMENTS:

This proposal is a modified and minimal expansion of the child-parent center concept, and is a viable program; though it is essentially beside the point of eliminating student segregation.

Also, some further explanation of the $4,416 cost per student would seem in order.

TITLE: VON HUMBOLT CHILD-PARENT CENTER

DESCRIPTION:

Parents will receive instruction in home-making skills while their children are taught basic readiness, art, music and hygiene.

NUMBER OF PROGRAMS: 1

NUMBER OF PROJECTED SPACES: 180 (½ day)

DESEGREGATION POTENTIAL:

Cannot be determined at this time.

TOTAL INCREMENTAL COSTS: $674,500

AVERAGE COST PER PROGRAM: $674,500

AVERAGE COST PER STUDENT: $3,747

SELECTION CRITERIA:

Students must be between three (3) and six (6) years old.

EVALUATIVE COMMENTS:

This program is essentially a replication of other child-parent centers. As was the case with the preschool centers, we must question the $3,747 per child expense.

ADMINISTRATIVE ACTIONS

1978 SUMMER PROGRAM

Supt. Hannon proposed that the Chicago Public Schools reinitiate summer school for several purposes:

a) to provide enrichment

b) to allow high school students to make up credits

c) to provide reading instruction for 8th grade students who did not meet graduation requirements, and other public and non-public school students

d) to provide bilingual instruction for limited English speaking students

e) to continue the Disney School Communication Arts program

f) to continue the Head Start program through the summer

g) to provide ongoing special education classes for severely handicapped students

It was estimated that 60,650 students would participate in the combined programs; yet what little information we have been able to confirm indicates that considerably fewer children participated.

We would also argue that such an extensive summer school program may well drain already scarce resources causing reductions in regular programs. While Supt. Hannon has repeatedly stated that such would not be the case, he has also consistently refused to explain how the cost of the summer program has been and will be covered. This is a particularly important point given the Board's continually precarious financial position.

Also, while the provision of educational opportunities during the summer is an excellent alternative for students, we must repeat that it is a secondary and peripheral one.

From both the perspective of desegregation and education, it would make infinitely more sense to concentrate on desegregating and improving the quality of education in the regular, legally required 39 week school year.

By focusing so much attention on the summer program, which accounts for more than half of the students Hannon projects will be involved in the total "Access to Excellence" program, Hannon has offered voluntary "access" to possibly desegregated programs for the summer while ensuring mandatory attendance at segregated schools for the regular school year.

Likewise, it is of little value to offer students various enrichment and remedial programs during the summer, when little if anything is done to improve the schools they must attend for the rest of the year.

We feel basically that the summer program, as discussed in "Access to Excellence," serves the principal goal of diverting attention from the chronic problems of the regular instructional program.

GAGE PARK/MORGAN PARK PLAN

This section describes the option available to students not selected by the lotteries at Morgan Park and Gage Park, to attend high schools in other parts of the city.

Soon after the quota plans were initially established to "stabilize enrollment" at the schools (i.e. preventing too many blacks from enrolling), a group of black parents petitioned through the courts for a change in the quota systems guidelines. They argued; a)that only black students were excluded and b)that those black students were forced to attend segregated schools. The court ruled partially in their favor and the Board was instructed to make other "desegregated" options available. (Note: portions of this case are still under appeal). Accordingly, last year the Board offered to those black students excluded from Morgan Park and Gage Park the option of attending any one of the following schools: Roosevelt, Taft, Von Steuben, Mather, Sullivan, Curie, Lane Technical (if they met admissions criteria), Schurz, Senn, Lake View and Kennedy or any other school on the high school permissive transfer receiving list. Last year a small number of students participated in this program.

The basic problem is that the vast majority of these schools are fully across the city and students from Morgan Park and Gage Park are usually required to catch buses at 6:30 a.m. Traffic is bad, especially in the winter and they are therefore, often late for first period classes. Further, there have yet to be adequate provisions made for their participation in extracurricular and/or after school activities.

The other central complaint about this program is that it places the entire burden and inconvenience required to keep these schools (Morgan Park and Gage Park) integrated on the black students and their parents. Many parents have argued against the basic unfairness of this arrangement.

Another relevant point is that this plan was devised after much discussion of how "unstable" schools become when the black enrollment exceeds 50-60%. If that is the basis on which the Board established these quotas, we are hard-pressed to understand Supt. Hannon now proposing that a school 90% minority and 10% white will be: a)desegregated and b)stable. Further, if the Superintendent was able to

readily support and defend quotas which both exclude and inconvenience blacks, one must question why he refuses to even consider proposals which may inconvenience or exclude some whites from some schools and/or programs. We will leave speculation as to those reasons to the reader.

Finally, we have repeatedly suggested that "Access to Excellence" is in large part a simple listing of existing programs that is dishonestly being promoted as a new, innovative desegregation "plan." This component is but another example.

HIGH SCHOOL PERMISSIVE ENROLLMENT

This is a continuation of the 14 year-old high school permissive transfer plan which allows students from over-crowded schools, Morgan Park and Gage Park, to transfer to under-utilized schools providing that the number of students transferring to a given school will not expand its enrollment beyond 100% and will not alter its racial composition by more than 15%.

Under this year's plan, there are 2,896 students eligible to transfer. The minority enrollment among the sending and receiving schools is as follows:

TABLE 8

MINORITY ENROLLMENT IN PERMISSIVE TRANSFER HIGH SCHOOLS

% Minority	Sending Schools[1] (Total = 16)	Receiving Schools[2] (Total = 23)
≥ 90	10 Schools	10 Schools
75-89	0 Schools	1 School
50-74	1 School	2 Schools
25-49	0 Schools	5 Schools
>25	5 Schools	5 Schools

[1] Range 1.8% to 100% Minority

[2] Range 1.1% to 100% Minority

While there have been additions and deletions from the list of sending and receiving schools, the program is virtually identical to the one in operation last year.

ELEMENTARY SCHOOL PERMISSIVE TRANSFER

The section discusses continuation of the elementary school permissive transfer program which allows students to transfer from overcrowded schools to under-utilized ones. There are 3,100 maximum spaces.

The same guidelines for operation of the high school permissive transfer plan apply to the elementary component.

The following are the changes in this year's program as compared to the 1977-78 program. The number of sending schools was reduced by 19; from 50 (1977) to 31 (1978).

The number of receiving schools was reduced by 104 schools; from 191 (1977) to 87 (1978).

The minority enrollment of sending and receiving schools is as follows:

TABLE 9
MINORITY ENROLLMENT IN PERMISSIVE TRANSFER ELEMENTARY SCHOOLS

% Minority	Sending Schools[1] (Total = 31)	Receiving Schools[2] (Total = 87)
≥ 90	17 Schools	3 Schools
75-89	6 Schools	1 School
50-74	5 Schools	2 Schools
25-49	3 Schools	10 Schools
> 25	0 Schools	71 Schools

[1]Range: 40.0% to 100% Minority; Average Minority Enrollment=83.05%

[2]Range: 1.4% to 99.8% Minority; Average Minority Enrollment=19.40%

Finally, it is of interest to note that while Supt. Hannon continually expresses the significant expansion of opportunities represented by "Access to Excellence" the total number of students (elementary and high school) eligible to participate in the permissive transfer program was reduced by 3,709; from 9,705 (1977) to 5,996 (1978).

REMOVAL OF MOBILE CLASSROOM UNITS

This component calls for all mobile units used for housing regular classes to be removed by August 1981 and the sites restored for playground or other use. In the 1978-79 school year, 250 units are scheduled for removal.

This section discusses the continuing implementation of the two (2) year old decision by the Board to phase out all mobile units used as classrooms. To that extent, it presents no changes that would not have occurred anyway; with or without "Access to Excellence."

Further, we must reemphasize the fact that, while Supt. Hannon estimates that the removal of these units will cost $400,000, when we take into account the $3,104 yearly cost of maintaining each unit, the Board stands to realize a net savings of $776,000 in the first year alone.

Finally, and most inexplicably, is the fact that no provisions whatsoever are mentioned for the up to 8,000 students who will be displaced by mobile unit removal. (Note: this estimate is based on an average of 32 students utilizing each unit.) The following table provides a district breakdown of student displacement. We are further distressed that once again minority students will bear the brunt of totally, involuntary disruption. We estimate that 84.51% of those to be displaced will be minority. (See Table 10)

Additionally, when coordinated with the elementary and high school permissive transfer receiving school list, it becomes evident that a significant number of these students will be required to transfer to schools outside of their current district . . . involuntarily. Their only other option would be to attend already crowded facilities.

Apparently, however, this disruption is not as important as is maintaining only voluntary options for other segments of the school population.

TABLE 10

IMPACT OF MOBILE UNIT REMOVALS

District	Mobile Units To Be Removed 1978-79	No. of Students Displaced (Based on Ave. of 32 Students/Unit)	Est. No. of Minority Students Displaced Based on Minority % In Each Affected School
1	None		
2	None		
3	10	320	166
4	7	224	220
5	8	256	151
6	14	448	403
7	4	128	86
8	6	192	192
9	None		
10	4	128	122
11	13	416	416
12	2	64	6
13	None		
14	6	192	192
15	8	256	256
16	21	672	671
17	20	640	301
18	20	640	315
19	14	448	418
20	9	288	288
21	19	608	608
22	20	640	638
24	4	128	50
25	5	160	160
26	14	448	405
27	22	704	697
TOTALS	250	8,000	6,761
			84.51%

NEW SCHOOL BUILDINGS

This section presents the Board's proposed new construction program for the next five (5) years. It anticipates construction of twenty-five (25) new facilities that will house some 16,930 students.

The only comment to be made here is that Supt. Hannon notes that these facilities will provide desegregated learning environments, but does not comment on how this will be achieved. Only two (2) of these facilities are scheduled to open in September of 1978.

METROPOLITAN EXCHANGE

It is suggested here that efforts be undertaken to promote a student exchange program between Chicago and various suburban school districts, beginning possibly in 1979 with 250 students.

This is the most oblique and abstract of the proposals offered in the document.

First, the number of students to be involved (maximum of 500) is so small as to make the amount of effort required to initiate the program ridiculous. Further, while several suburban districts have expressed some interest in receiving students from Chicago (to bolster their rapidly declining enrollments), none have indicated any interest in sending their students to Chicago. Due to the predominantly white population of most of the suburban districts surrounding Chicago, this one-way transfer would most likely entail black students from Chicago transferring to suburban schools.

IMPLEMENTATION

This section discusses the various mechanisms to be initiated to "facilitate" the implementation, operation and evaluation of "Access to Excellence." Rather than discuss each one separately, several generic comments/examples should suffice.

Overall, the section touches on the areas that one would expect to see covered in an implementation section. However, most of the discussion is so vague and general that no intelligent evaluation of its appropriateness and practicality can be accomplished. For example, an expanded CWAC "will be kept informed of progress, results and any proposed modifications of the programs." This is what Dr. Hannon terms "community involvement!" For those of us who have dealt with the Board for many years however, we believe that such statements may represent more realistically community exclusion.

Poor planning and lack of effective management and commitment have created a circumstance where the timetables for almost every phase of the implementation are severely behind schedule. The most outstanding example of this was the distribution of only 75,000 parent information booklets (for a system with over 500,000 students) during the last two (2) days of school that did not even contain a program application. It was not until mid-August, and with outside assistance, that a general public information campaign was initiated.

Finally, it is interesting to note that the Superintendent made much public noise about parental involvement and choice, and student interest; yet, nowhere in the evaluation design (as described) are provisions made to incorporate input and involvement of either group.

Overall, a careful reading of the section on implementation, coupled with a knowledge of how the Board generally operates, lead to the inescapable conclusion that a poorly designed "program" will be even less well implemented.

CLOSING COMMENT

The previous analysis/discussion of Dr. Hannon's "Access to Excellence" program was developed to present the reader with not only a statistical analysis of the various proposals, but also evaluative commentary. It was not an attempt to simply demonstrate that certain areas of the city did not receive programs; but rather to point out a pervasive pattern in the plan of locating resources and concentrating attention away from the least well-served areas of the city. We also hoped to highlight the fact that there will be little substantive change under the "Plan" in that the majority of the components represent continuation of existing efforts. We feel these observations are necessary lest we get swept up in a wave of public relations and verbal pronouncements that are more entertaining than factual, and more self-serving than honest.

If we truly desire black, brown and white students to realize the positive benefits of learning to live in a multi-racial pluralistic world--making desegregation only a transient, extraordinary experience as "Access to Excellence " does, will probably do more harm than good.

In summary, we must express serious disappointment with "Access to Excellence," though we do not reject all of its suggestions.

The proposal as a whole is elitist by design, ineffectual in scope, misleading in the goals it purports to achieve, and dishonest in character. It is not a plan that will provide increased "access" to educational opportunities or excellence for the vast majority of the students in the Chicago Public Schools.

Many of those who have been least well-served by the public schools will be even less well-served under the provisions of this plan, and we reiterate the fear that the gap between the economically and educationally advantaged and disadvantaged students will not only be reinforced, but widened under the Plan as currently written.

The Plan will indeed provide "escape" for some students from the poorer schools and districts, and will provide comfort to those opposed to desegregation because it requires no change from their current status. But above all, "Access to Excellence" institutionalizes the prospect of continued

second class status for the majority of the students in the Chicago Public Schools. In proposing "Access to Excellence," the Chicago Board of Education has clearly told the poor and minority community that their long-denied aspirations are less important than the fears of others . . . that the interests of a numerical minority of Chicago's public school students outweigh the needs of the numerical majority. The Chicago Urban League cannot and will not support that posture. Our responsibility is to ensure equity for all students, not a privileged few.

Under this proposal, integration will indeed be most voluntary, while the pervasive and devastating segregation of 87% of the black and minority students in this system will remain mandatory. If these are the seeds the Board chooses to sow, then they must be prepared to reap the tragic social harvest that will inevitably result from policies that systematically isolate and separate a group of people from the mainstream of the society in which they live. We need only observe the trauma and tragedy of the Rhodesian and South African experience to recognize the social danger inherent in such a policy.

If we are indeed concerned with the viability, stability and growth of both the city of Chicago and the State of Illinois; and the well being of ALL of our students in the public schools, then we must also understand that "Access to Excellence" will not take us very far in that direction.